



# Safeguarding Policy

Designated Safeguarding Lead: Jo Osborn

Deputy Designated Safeguarding Lead: Sam Tompkins

## Safeguarding Statement

Learning To Listen recognises our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the provisions safeguarding responsibilities.

## Key Personnel

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## Terminology

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable all children to have the best outcomes.

Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Staff refers to all those working for or on behalf of the provision, full or part time, temporary or permanent, in either a paid or voluntary capacity. Child includes everyone under the age of 18. Parents refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, adoptive parents and care home contact/s.



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# Introduction

## Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Section 157 of the Education Act 2002 (Independent schools only, including academies and CTCs)
- The Education (Independent Schools Standards) (England) Regulations 2010 (Independent schools only, including academies and CTCs).
- The Safeguarding Vulnerable Groups Act 2006.
- The Teacher Standards 2012.
- Working Together to Safeguarding Children 2018.
- Keeping Children Safe in Education 2020
- Information Sharing 2018.
- What to do if you're worried a child is being abused 2015.
- Coronavirus (Covid-19): safeguarding in schools, colleges and other providers.

## Policy Principles

### The welfare of the child is paramount

- All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- We recognise that all adults, including temporary staff and volunteers, have a full and active part to play in protecting our students from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
  - All staff believe that our provision should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
  - students and staff involved in child protection issues will receive appropriate support and supervision.

## Policy Aims

- Safeguarding incidents and/or behaviours can be associated with factors outside the provision and/or can occur between children outside the provision. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.



- To demonstrate the provisions commitment with regards to safeguarding and child protection to students, parents and other partners.
- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the provision, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the provision which will be followed by all members of the provisions community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies
- To ensure that all staff working within our provision who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.

### **Values Supporting Children**

- We recognise that a child who is abused or witness's violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- We recognise that the provision may provide the only stability in the lives of children who have been abused or who are at risk of harm
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. Our provision will support all children by:
  - Encouraging self-esteem and self-assertiveness, through the therapeutic alternative curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the provision.
  - Responding sympathetically to any requests for time out to deal with distress and anxiety.
  - Offering details of helplines, counselling or other avenues of external support.



- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Providing continuing support to a child about whom there have been concerns who leaves the provision by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the provision medical records are forwarded as a matter of priority.
- Children are taught to understand and manage risk through our therapeutic alternative curriculum.

### **Prevention / Protection**

- We recognise that the provision plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The Learning To Listen community will therefore:
  - Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
  - Ensure that all children know there is an adult in the provision whom they can approach if they are worried or in difficulty.
  - Include safeguarding across all areas of the therapeutic alternative curriculum, opportunities which equip students with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety.
  - Ensure all staff are aware of Learning To Listen guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

### **Safe Provision, Safe Staff**

We will ensure that:

- All staff and volunteers read [KCSiE Part 1](#) annually and sign to say they read and understood it.
- All staff receive information about the provisions safeguarding arrangements, the provisions safeguarding statement, staff behaviour policy (code of conduct), child protection policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy, and sign to say they have read it.
- All staff receive safeguarding and child protection training, including online safety, at induction in line with advice from Hertfordshire Safeguarding Children Partnership which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually.
- All members of staff are trained in and receive regular updates in online safety and reporting concerns.



- All staff have regular Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- The child protection policy is made available via the Learning To Listen website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy. All parents/carers are made aware of the responsibilities of staff members with regards to child protection procedures through the publication of the Child Protection Policy.
- The provision provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans.
- Our safer recruitment policy will seek to ensure the suitability of adults working with children on provision sites at any time.
- Community users organising activities for children are aware of the Learning To Listen Child Protection Policy, guidelines and procedures.
- The name of the designated members of staff for child protection, the Designated Safeguarding Lead and deputy, are clearly advertised in the provision with a statement explaining the provisions role in referring and monitoring cases of suspected abuse.
- All Directors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2020.

### **Roles and Responsibilities**

- The Learning to Listen Director understands and fulfils their responsibilities, namely, to ensure that there is a Child Protection and Safeguarding policy together with a staff behaviour policy (code of conduct).
- Child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff behaviour policy (code of conduct), are consistent with Hertfordshire Safeguarding Children Partnership and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the provisions website or by other means.
- Ensures that all staff including temporary staff and volunteers are provided with the provision's child protection policy and staff Code of Conduct.
- All staff have read Keeping Children Safe in Education Part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.
- The provision operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training.



- The provision has procedures for dealing with allegations of abuse against staff (including the Director) volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
- The Director is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Lead Coach.
- The Designated Safeguarding Lead (DSL) appointed by the director will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- On appointment, the DSL and deputy undertake appropriate identified training offered by The Hertfordshire Grid for Learning, or other provider every two years.
- All other staff have safeguarding training updated as appropriate.
- Appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- Appropriate online filtering and monitoring systems are in place.
- Enhanced DBS checks (without barred list checks) are in place for all staff.
- Any weaknesses in Child Protection are remedied immediately

### **The Designated Safeguarding Lead will ensure that**

- The Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff.
- Sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy DSL to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
- Where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Systems are in place for students to express their views and give feedback which operate with the best interest of the child at heart.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures.
- That students are provided with opportunities to learn about safeguarding, including keeping themselves safe online.
- They liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- Anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.



## **The Deputy Designated Safeguarding Lead**

Is trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of students. In the event of the long-term absence of the DSL the deputy will assume all of the functions above

## **All School Staff**

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Consider, at all times, what is in the best interests of the child.
- Know how to respond to a student who discloses abuse through delivery of 'Working together to Safeguard Children', and 'What to do if you're worried a child is being abused'.
- Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH.
- Will provide a safe environment in which children can learn.

## **Confidentiality**

- Learning to Listen recognises that in order to effectively meet a student's needs, safeguard their welfare and protect them from harm the provision must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- All staff must be aware that they cannot promise a student to keep secrets which might compromise the child's safety or wellbeing.
- However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Director or DSLs will only disclose information about a child to other members of staff on a need to know basis.
- We will always undertake to share our intention to refer a child to MASH with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.



## **Child Protection Procedures**

• Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

• Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.

• Any child in any family could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

• There are also a number of specific safeguarding concerns that we recognise our students may experience;

- child missing from education .
- child missing from home or care.
- child sexual exploitation (CSE).
- bullying including cyberbullying.
- domestic abuse.
- drugs.
- fabricated or induced illness.
- faith abuse.
- female genital mutilation (FGM).
- forced marriage.
- gangs and youth violence.
- gender-based violence/violence against women and girls (VAWG).
- mental health.
- private fostering.
- radicalisation.
- youth produced sexual imagery (sexting).
- teenage relationship abuse.
- upskirting.
- trafficking.



- peer on peer abuse.

Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another

### **Children who are particularly vulnerable**

Learning to Listen recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Has specific additional needs.
- Has special educational needs (whether or not they have a statutory education, health and care plan).
- Is a young carer.
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing/goes missing from care or from home.
- Is misusing drugs or alcohol themselves.
- Is at risk of modern slavery, trafficking or exploitation.
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.



- Has returned home to their family from care.
- Is showing early signs of abuse and/or neglect.
- Is at risk of being radicalised or exploited.
- Is a privately fostered child.

### **If staff are concerned about a child's welfare**

- If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on a 'Note of concern Form' and pass it to the DSL. They may also discuss their concerns in person with the DSL but the details of the concern should be recorded in writing.
- There will be occasions when staff may suspect that a student may be at risk, but have no 'real' evidence. The student's behaviour may have changed, they may recall stories that reveal confusion or distress, or physical or inconclusive signs may have been noticed.
- Learning to Listen recognise that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.
- In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the student if they are OK or if they can help in any way.
- Following an initial conversation with the student, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.
- If the student does begin to reveal that they are being harmed, staff should follow the advice below regarding a student making a disclosure.

### **If a student discloses to a member of staff**

If you are the first point of contact for a student wishing to disclose, you are a very important person for that particular student.

#### **During their conversation with the student staff will:**

- Listen to what the child has to say and allow them to speak freely.
- Remain calm and not overreact or act shocked or disgusted – the student may stop talking if they feel they are upsetting the listener.
- Reassure the child that it is not their fault and that they have done the right thing in telling someone.



- Not be afraid of silences – staff must remember how difficult it is for the student and allow them time to talk.
- Take what the child is disclosing seriously.
- Ask open questions and avoid asking leading questions.
- Avoid jumping to conclusions, speculation or make accusations.
- Not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused.
- Avoid admonishing the child for not disclosing sooner. Saying things such as 'I do wish you had told me about it when it started' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.
- Tell the child what will happen next. If a student talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on – staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on the Note of Concern form in the child's own words. Staff should make this a matter of priority. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. The record should be handed to the DSL.

### **Recording Information**

The following may also be helpful as guidelines generally but especially where a disclosure has been made about alleged abuse:

#### **· Written recording during the interview**

It may be possible to write down phrases and words whilst the student is talking which can be used to trigger recall when a full report is made. This should only be done if the student is in agreement and if it feels comfortable.

#### **· Written recording immediately after the interview**

It is very important to try to record exactly what the student said and use the student's vocabulary even if the meaning is unclear.

#### **· Recording your own responses**

Your responses should be recorded, and it should be clear that a non-leading approach has been used.

#### **· Recording the context of the disclosure**



The context in which a student chooses to tell about an incident of abuse can provide valuable information to the investigating team e.g. the student had just finished reading a particular book or had been involved in a class discussion on “.....”.

### **Recording the emotional context of the disclosure**

The emotional context can provide valuable clues to the investigating team. A student may make serious statements in a joking way or may present as tearful and distressed. Describe any non-verbal behaviour.

### **Recording repetition**

If a student repeats statements these should be recorded. Consistency in a student’s repeated statements adds to the strength of the evidence.

### **Draw a Diagram**

If there is any obvious bruising or injury use the body chart to indicate its position.

### **Disclosure by a 3rd party**

If a 3rd party e.g. another parent, neighbour or member of the public discloses information that may indicate a Safeguarding issue, they should be encouraged to report their concerns directly to social services or the police (anonymously if necessary). The provision also has a duty to pass on such serious concerns to the students school and any appropriate agency. This will be done by one of the Designated Safeguarding Leads.

### **Making a referral**

- The DSL will make contact with the student’s school and Social Worker to share any concern, suspicion or disclosure. The DSL will be led by the student’s educational and professional team as to any further action that is required by Learning to Listen. This should happen within 24 hours of the disclosure being made.
- The student (subject to their age and understanding) and the parent/carer will be told that a referral is being made, unless to do so would increase the risk to the child.
- If after a referral the student’s situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the student’s situation improves.
- If a child is in immediate danger or is at risk of harm a referral should be made to children’s MASH and/or the police immediately. Anybody can make a referral.



- Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

All reported concerns, whether eventually considered to be a Safeguarding Child Protection issue or not, must have written records and proper standards of confidentiality must be observed.

All written accounts including rough notes and all other related material should be kept in a sealed envelope marked CONFIDENTIAL. These envelopes are retained in a locked filing cabinet in the DSL's office. Electronic versions of referrals are kept secure.

### **Notifying Parents**

Learning To Listen will normally seek to discuss any concerns about a student with their parent/ carer. This must be handled sensitively and normally the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the provision believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the student's MASH.

Where there are concerns about forced marriage or honour based violence parents should not be informed, to do so may place the child at a significantly increased risk. A referral to the student's school and Social Worker should be made.

### **Record Keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. Safeguarding records relating to individual students will be retained for a reasonable period of time after they have left the provision. If a child for whom the provision has, or has had, safeguarding concerns moves to another provision, the DSL will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Any verbal information or referrals must be followed promptly by a written report. Written reports should be marked with the date and time, persons involved and notes on the event and action taken. Written reports can take the form of an email. Any original rough notes made during the interview must be kept and attached or handed to the Designated Safeguarding Lead in case they are needed by a court. Try to avoid paraphrasing and try to use quotes where possible.



## **Support for Staff**

It is recognised that dealing with disclosure from a student and a child protection case in general, is likely to be a stressful experience. We will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Leader and/or to seek further support. We recognise that a Designated Safeguarding Leader should also have access to support as well as access to appropriate workshops, courses or meetings as organised by the LA.

## **Complaints and Allegations Against Staff**

Principles, responsibilities and procedures are laid out in the Policy on Complaints

- If the disclosure concerns allegations made about a member of staff these should be reported directly to the Designated Safeguarding Lead
- If the disclosure concerns allegations made about the Designated Safeguarding Lead this should be reported to the Director of Learning to Listen. The Director is responsible in the event of an allegation being made against the Designated Safeguarding Lead. An allegation is any information which indicates that a member of staff/volunteer may have:
  - Behaved in a way that has, or may have harmed a child
  - Possibly committed a criminal offence against/related to a child
  - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook or code of conduct.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated, and immediately passed on to the Designated Safeguarding Lead.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Designated Safeguarding Lead will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer. If the allegation meets any of the three criteria set out at the start of



this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with Local Authority Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the Designated Safeguarding Lead for consideration via the provisions, internal procedures.

The Designated Safeguarding Lead should, as soon as possible, following a briefing from the Local Authority Designated Officer inform the subject of the allegation.

Where staff feel that an issue regarding safeguarding has not been followed through appropriately by the provision, in the first instance they should raise their concern with the appropriate leader – the DSL or Director.

### **Whistle-blowing**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the provision's safeguarding arrangements. If it becomes necessary to consult outside the provision, they should speak in the first instance, to the LADO following the Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Physical Intervention**

As a therapeutic provision we always work in a way that is aimed at interrupting unwanted behaviour before it becomes of a level where physical intervention is needed.

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.



## **Confidentiality, sharing information and GDPR**

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSL and Director (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in provision had failed to act upon concerns raised by staff, Keeping Children Safe in Education (KCSiE) 2019 emphasises that any member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018 Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children



# Appendix 1

## Recognising signs of child abuse

### Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

### Signs of Abuse in Children

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm.
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague).
- May require consultation with and / or referral to Children's Services.
- The absence of such indicators does not mean that abuse or neglect has not occurred.
- In an abusive relationship the child may:
- Appear frightened of the parent/s.
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).



- The parent or carer may:
- Persistently avoid child health promotion services and treatment of the child's episodic illnesses.
- Have unrealistic expectations of the child.
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/ low warmth environment).
- Be absent or misusing substances.
- Persistently refuse to allow access on home visits.
- Be involved in domestic abuse Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury.
- Several different explanations provided for an injury.
- Unexplained delay in seeking treatment.
- The parents/carers are uninterested or undisturbed by an accident or injury.
- Parents are absent without good reason when their child is presented for treatment .
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments.
- Reluctance to give information or mention previous injuries.

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Bruising in or around the mouth, particularly in small babies which may indicate force feeding.
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive).
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally.
- Variation in colour possibly indicating injuries caused at different times.
- The outline of an object used e.g. belt marks, handprints or a hairbrush.
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting.
- Bruising around the face.
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.



## **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine).
- Linear burns from hot metal rods or electrical fire elements.
- Burns of uniform depth over a large area.
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/ her own accord will struggle to get out and cause splash marks).
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type.
- There are associated old fractures.
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

## **Scars**

A large number of scars, or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay.
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment.
- Indiscriminate attachment or failure to attach.



- Aggressive behaviour towards others.
- Scapegoated within the family.
- Frozen watchfulness, particularly in pre-school children.
- Low self-esteem and lack of confidence.
- Withdrawn or seen as a “loner” – difficulty relating to others.

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct.
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age.
- Continual and inappropriate or excessive masturbation.
- Self-harm (including eating disorder), self-mutilation and suicide attempts.
- Involvement in prostitution or indiscriminate choice of sexual partners.
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area.
- Blood on underclothes.
- Pregnancy in a younger girl where the identity of the father is not disclosed.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care.
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause.
- Failure of a child to grow within a normal expected pattern, with accompanying weight loss.



- Child thrives away from home environment.
- A Child frequently absent from school.
- A Child left with adults who are intoxicated or violent.
- A Child abandoned or left alone for excessive periods.



## Appendix 2

### Sexual Abuse & Sexual Harassment

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Staff should be vigilant to:

#### Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

#### Inappropriate Sexual Behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educational inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of: Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies.

**Consent** – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience.
- Knowledge of society’s standards for what is being proposed.
- Awareness of potential consequences and alternatives.
- Assumption that agreements or disagreements will be respected equally.
- Voluntary decision.



- Mental competence.

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.



## Appendix 3

### Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

CSE can happen online and offline and all staff should be aware of the link between online safety and vulnerability to CSE.

Any concerns that a child is being or is at risk of being sexually exploited should be passed without delay to the DSL. Learning To Listen is aware there is a clear link between regular school absence/truancy and CSE. Staff should consider a child to be at potential CSE risk in the case of regular school absence/truancy and make reasonable enquiries with the child and parents to assess this risk.

The DSL will use Hertfordshire Safeguarding Children Partnership on all occasions when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

Learning To Listen is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. Consequently, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse.

The following list of indicators is not exhaustive or definitive, but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation. Signs can include:

- going missing from home or school.
- regular school absence/truancy.
- underage sexual activity.
- inappropriate sexual or sexualised behaviour.
- sexually risky behaviour, 'swapping' sex.
- repeat sexually transmitted infections.
- in girls, repeat pregnancy, abortions, miscarriage.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile.
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).



- changes in the way they dress.
- going to hotels or other unusual locations to meet friends.
- seen at known places of concern.
- moving around the country, appearing in new towns or cities, not knowing where they are.
- getting in/out of different cars driven by unknown adults.
- having older boyfriends or girlfriends.
- contact with known perpetrators.
- involved in abusive relationships, intimidated and fearful of certain people or situations.
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers.
- associating with other young people involved in sexual exploitation.
- recruiting other young people to exploitative situations.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- drug or alcohol misuse.
- getting involved in crime.
- police involvement, police records.
- involved in gangs, gang fights, gang membership.
- injuries from physical assault, physical restraint, sexual assault.



## Appendix 4

### Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

Section 5B of the 2003 Act introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

#### What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. 4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

#### Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage.
- Preserves a girl’s virginity.
- Part of being a woman / rite of passage.
- Upholds family honour.
- Cleanses and purifies the girl.
- Gives a sense of belonging to the community.
- Fulfils a religious requirement.
- Perpetuates a custom/tradition.
- Helps girls be clean / hygienic.
- Is cosmetically desirable.
- Mistakenly believed to make childbirth easier.

Circumstances and occurrences that may point to FGM happening are:

East Hall Farmhouse  
St Pauls Walden  
Hitchin  
SG4 8DJ

Reviewed: September 2020  
Next Review: September 2021



- Child talking about getting ready for a special ceremony.
- Family taking a long trip abroad.
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM.
- Child talks about going abroad to be 'cut' or to prepare for marriage.
- Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities.
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.
- Bladder or menstrual problems.
- Finding it difficult to sit still and looking uncomfortable.
- Complaining about pain between the legs.
- Mentioning something somebody did to them that they are not allowed to talk about.
- Secretive behaviour, including isolating themselves from the group.
- Reluctance to take part in physical activity.
- Repeated urinary tract infection.
- Disclosure.

The duty applies to all staff in the Learning To Listen provision who become aware of a case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

If a disclosure is made by a girl under 18 that an act of FGM has been carried out on her or a member of staff observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the member of staff should personally make a report to the police force in which the girl resides by calling 101. The report should be made by the close of the next working day.

Where there is a risk to life or likelihood of serious immediate harm the coach should report the case immediately to the police, including dialling 999 if appropriate.

There are no circumstances in which a member of staff should examine a girl.

### **One Chance Rule**

All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have 'one chance' to speak to a student who is a potential victim and have just one chance to save a life.



Learning To Listen is aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.



## Appendix 5

### Domestic Abuse

Domestic abuse represents one quarter of all violent crime. It is actual or threatened physical, emotional, psychological or sexual abuse. It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse

### How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

### What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life.

None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

### What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://www.hertsdomesticabusehelpline.org/>



## Appendix 6

### Radicalisation and Extremism

The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.

Extremism is defined as 'as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.

Learning to Listen is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

Learning To Listen seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Learning To Listen staff receive training to help identify early signs of radicalisation and extremism.

### Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.



- Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
- Identity Crisis – the student is distanced from their cultural / religious heritage and experiences discomfort about their place in society.
  - Personal Crisis – the student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
  - Personal Circumstances – migration; local community tensions; and events affecting the student / student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
  - Unmet Aspirations – the student may have perceptions of injustice; a feeling of failure; rejection of civic life.
  - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration.
  - Special Educational Need – students / students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters.
  - Accessing violent extremist websites, especially those with a social networking element.
  - Possessing or accessing violent extremist literature.
  - Using extremist narratives and a global ideology to explain personal disadvantage.
  - Justifying the use of violence to solve societal issues.
  - Joining or seeking to join extremist organisations; and
  - Significant changes to appearance and / or behaviour.
  - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis. The Prevent Duty can be accessed via this link.



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_\\_England\\_Wales\\_V2-Interactive.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance__England_Wales_V2-Interactive.pdf)

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then North Hertfordshire Police must be contacted by dialling 999.

In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and Board of Directors to raise concerns around Prevent (020 7340 7264).



## Appendix 7

### **Forced Marriage**

A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Learning To Listen staff should never attempt to intervene directly as a provision or through a third party. Contact should be made with MASH



## Appendix 8

### **Honour-based Violence**

Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

Honour based violence might be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture or religion.
- Want to get out of an arranged marriage.
- Want to get out of a forced marriage.
- Wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.



## Appendix 9

### **Private Fostering Arrangements**

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Learning To Listen recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a student may be in a private fostering arrangement, they will raise this with the DSL and the DSL will notify MASH of the circumstances.



## Appendix 10

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and neglect. Learning To Listen ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

The designated coach for looked after children and the DSL have details of the child's social worker and the name and contact details of the North Hertfordshire County Council's virtual school head for children in care.



# Appendix 11

## **Children Missing Education**

Attendance, absence and exclusions are closely monitored. The provision will hold more than one emergency contact number for students where reasonably possible. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation.

The DSL will monitor unauthorised absences and take appropriate action including notifying the local authority particularly where children go missing on repeat occasions and/or are missing for periods during the school day in conjunction with 'Children Missing Education: Statutory Guidance for Local Authorities.

Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.



## Appendix 12

### Online Safety

Our students increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat, TikTok etc.

Unfortunately, some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Students may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Learning To Listen has an online safety policy which explains how we try to keep students safe in the provision and how we respond to online safety incidents

Students are taught about online safety and all staff receive online safety training which is regularly updated.



# Appendix 13

## Child on Child Sexual violence and sexual harassment

The DSLs and Director of Learning to Listen will take due regard to Section 5, KCSiE 2020.

In most instances, the conduct of students towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Learning To Listen recognise that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'.

The forms of peer on peer abuse are outlined below.

- Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others
- Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. 'Youth violence' is defined in the same way, but also includes assault with injury offences.
- The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.
- There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted, or boys being subjected to initiation/hazing type violence).
- Learning To Listen aims to reduce the likelihood of peer on peer abuse through:
  - The established ethos of respect, friendship, courtesy and kindness.
  - High expectations of behaviour.
  - Clear consequences for unacceptable behaviour.
  - Systems for any student to raise concerns with staff, knowing that they will be listened to, valued and believed.
- Robust risk assessments and providing targeted work for students identified as being a potential risk to other students and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Learning To Listen will also educate students in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the provision and what services they can contact for further advice.



Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using Learning To Listen child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL(s), advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the provision will respond to the unacceptable behaviour. If a student's behaviour negatively impacts on the safety and welfare of other students, then safeguards will be put in place to promote the well-being of the students affected and the victim and perpetrator will be provided with support.



## Appendix 14

### **Youth produced sexual imagery (sexting)**

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'14

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery, they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate staff and subsequent interviews with the children involved (if appropriate). Parents/carers should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

- Immediate referral at the initial review stage should be made to MASH/Police if:
- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;



- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.
- If none of the above apply then the DSL will use their professional judgement to assess the risk to students involved and may decide, with input from the Director, to respond to the incident without escalation to MASH or the police. In applying judgement, the DSL will consider if;
- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before. If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the provision. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.



# Appendix 15

## **Anti-Bullying/Cyberbullying**

Our provision policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body.

All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the DSL and Deputy DSL will consider implementing child protection procedures.



# Appendix 16

## Racist Incidents

Our procedures on racist incidents are set out separately and acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of any racist incidents.

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual violence and sexual harassment.
- sexting (also known as youth produced sexual imagery).
- initiation/hazing type violence and rituals.



## Appendix 17

**Further advice on child protection is available from**

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

Schools transgender toolkit

Intercom trust transgender guidance

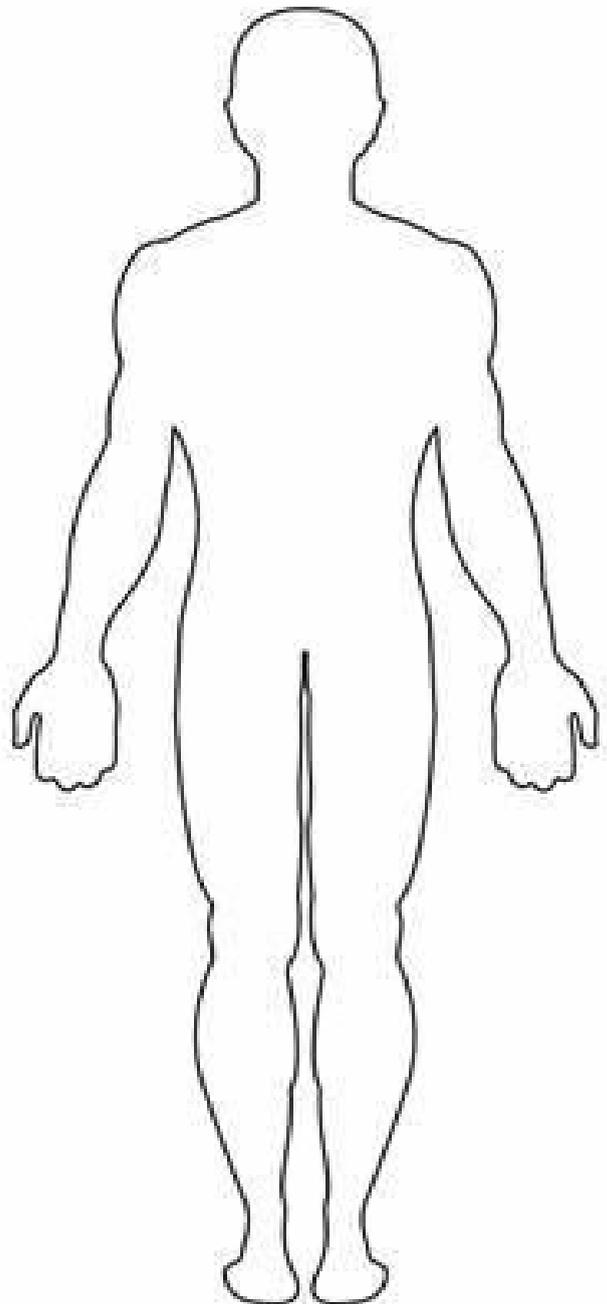
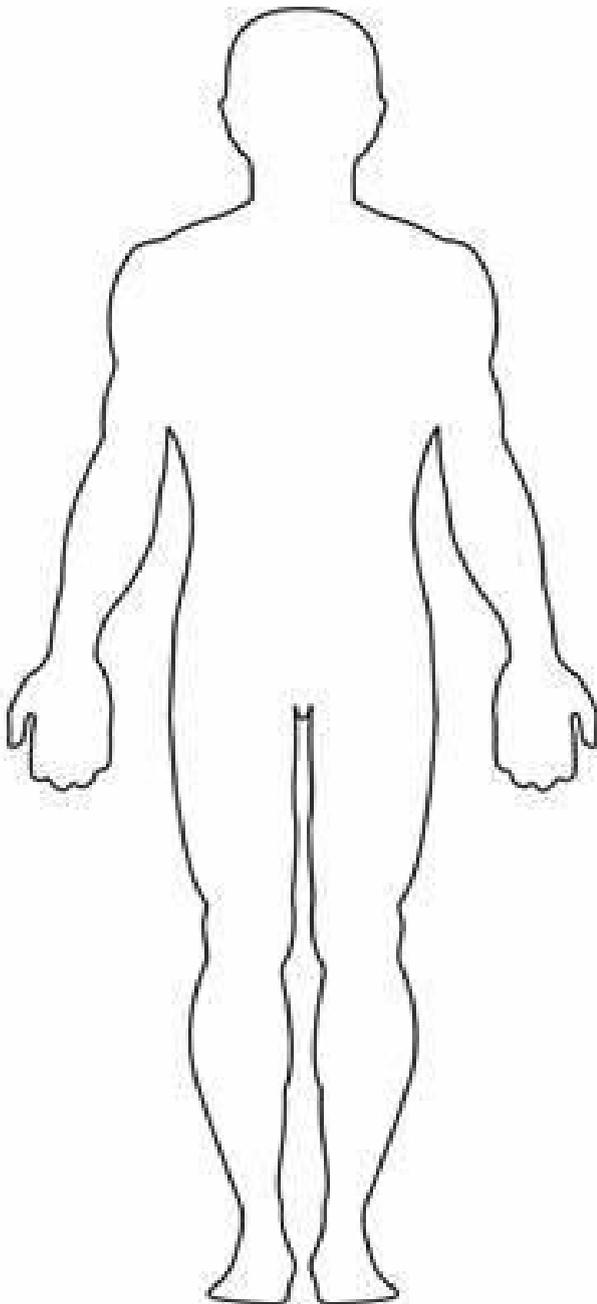
**For Early Help, Consultation and Enquiries please contact:**

Telephone: 0300 123 4043 | Email: [protectedreferrals.cs@hertscgcsx.gov.uk](mailto:protectedreferrals.cs@hertscgcsx.gov.uk)



# Body Chart

<b>Reason for Form:</b>	To make a record of any injuries, marks or bruising of a child within our care.		
<b>Name of Child:</b>		<b>Date of Birth:</b>	
<b>Staff completing form:</b>		<b>Date and time of witnessing injuries:</b>	
<b>Date and time completing form:</b>		<b>Staff witnessing form:</b>	
<b>Parents/carers informed:</b>	Yes	No	<b>Other agencies informed:</b>
<b>Details:</b>			





# Covid - 19 Guidance

Updated 20<sup>th</sup> July 2020

## Introduction

COVID-19 (commonly known as Coronavirus) has presented a huge challenge nationally to the normal running of education and childcare provision.

This appendix has been prepared to explain key changes and interim measures being taken within our setting to continue to meet our safeguarding requirements during these extraordinary times.

## Status of this document

This is an appendix to the main body of our Safeguarding and Child Protection Policy and will be effective from the 1<sup>st</sup> September 2020 until the setting returns to business as usual, following the COVID-19 pandemic.

It has been formally agreed and signed off by **Joanne Richardson (Director)** **Sam Tompkins (Designated Safeguarding Lead)** and **Jo Osborn (Deputy Designated Safeguarding Lead)**

Any questions about the contents of this document should be directed to:

Name: **Joanne Richardson**

Job Title: **Director**

Email: **joanne@learningtolisten.co.uk**

Telephone: **07725 053252**

## Designated Safeguarding Lead (DSL) arrangements

It is vital that while our setting remains open a suitably trained DSL is available for consultation and advice.

The optimal scenario for our setting and one we will strive to achieve is to have a trained DSL or deputy available on site. Due to staff self-isolating, social-distancing or being physically unavailable for other reasons, it is recognised this may not always be possible, and where this is the case there are two options we will implement, the first being the preferred and second a backup option:

1. A trained DSL or deputy from the setting will be available to be contacted via phone or online video i.e. skype, if they are working off site
2. Contacting Learning To Listen Assistant Senior Leader for advice until our own DSL can return to work or be available.



Where a trained DSL or deputy is not on site, in addition to one of the above options, the setting will have a senior leader who will take responsibility for coordinating safeguarding on site. This person will update and manage access to child protection files, liaise with the offsite DSL (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the setting.

Our DSL, deputy DSL and others with designated roles are identified in the main body of our Safeguarding and Child Protection Policy. In the event one of the above scenarios is implemented and the DSL changes, this will be communicated to staff.

#### **Contacting Hertfordshire's Safeguarding Teams**

Making referrals into Hertfordshire's Safeguarding Children Partnership (HSCP) will continue as usual, with referrals being made via the phone number provided below. Where possible the referral will be made by the DSL, however if the DSL is not available in person the senior leader who is coordinating safeguarding on site may be required to make the referral on behalf of the DSL after getting advice from a suitably DSL.

- Telephone – 0300 123 4043

#### **Contacting the Local Authority Designated Officer (LADO)**

In the instance a referral to the LADO is necessary this will be actioned by the **DSL** within 1 working day of the allegation coming to light. Should they not be available then the **Deputy Safeguarding Officer** will make the referral.

Contact methods for the LADO will remain the same with all LADO referrals being made via the online referral form. Consultation by phone may be necessary.

Local information for 'Managing Allegations Against Adults Who Work With Children and Young People' can be found here:

[https://hertsscb.proceduresonline.com/chapters/p\\_manage\\_alleg.html](https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html)

- Online Referral Form – Will be found at the bottom of the page on the link above.
- Email – [LADO.Referral@hertfordshire.gov.uk](mailto:LADO.Referral@hertfordshire.gov.uk)

#### **Attendance of Vulnerable Children**

The attendance information for vulnerable children will be reported to the local authority on a daily basis.

Vulnerable children may not be attending for other reasons including self-isolation, social-distancing or for another reason, these will be monitored by the setting and contact with the child and their family will be maintained via phone calls. When phone calls are not



answered and contact cannot be established with a family, the setting will take the following measure:

- Inform the child's Social worker

#### **Children of concern who do not meet the 'vulnerable' definition**

The setting may also have children about whom there are concerns, however they do not have a social worker so do not meet the criteria of a 'vulnerable' child. With these children the setting still feels that contact should be maintained to ensure safety and welfare can be monitored as best as practically possible.

#### **All other Children**

While all children may not yet be returned, the setting still has a duty to keep them safe, including online. The following measures have been implemented to ensure that contact with children is maintained and setting staff can maintain oversight of their welfare as best as practically possible.

- Providing updates via Facebook, What's app and other such media
- Sharing activity ideas and tasks

If staff have any concerns about children they will follow the standard reporting procedure outlined in the main body of our Safeguarding and Child Protection Policy.

#### **Staff Training**

When the setting is open for the children or key workers or vulnerable children it will be staffed appropriately and all staff will satisfy the training requirements of 'Keeping children safe in education, September 2020', in that they will have had copies of the following policies and had them explained to them how they operate in the setting:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct
- Role of the DSL (including the identity of the DSL and any their deputy/deputies)
- Part one and Annex A of Keeping children safe in education, September 2020.

In addition to the above all staff will have received appropriate safeguarding and child protection training. Further to this, all staff receive regular safeguarding updates, this is done in the following ways:

- Staff meetings
- Appraisal
- Email bulletins
- Newsletters



### **Allegations against Adults working with Children**

Any staff member who works in the setting will be aware of the process for sharing concerns about colleagues or other adults who work with children in regulated activity. In our setting they will report these concerns directly to the **DSL** as soon as practically possible, ideally face to face, however during challenging times that may not always be possible, and a telephone call is also acceptable.

It is made clear to staff in training, induction and in our Whistleblowing Policy that they should not consult or speak of the concern/allegation with other parties, without the expressed permission of the **DSL** so as not to damage the integrity of any potential investigation, nor tarnish the reputation of colleagues prior to any due process.